



Brake-Out vzw

Een leertraject voor jongeren met een
ondersteuningsnood

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Wie hier in de zaal...?

I ask the audience:

- Who here in the room has a colleague with a disability? Raise your hands.
- Who here in the room has a person with a disability in their hobby: dance, football?
- Who here studied together with a person with a disability?

I can see a couple of hands: and that is a start. But the whole room should raise their hands. Because: more than 1/10 people has a disability of some kind. Inclusion means that this people also have a place in learning, working and living. How come that isn't true today?



I present to you Yuki.

Yuki got the label intellectual disability when she was 7 years old. She was 12 years old, when she was told that she would be prepared for a protected way of living, working and learning. Away from the 'normal' people without a disability. She was orientated to an exclusive path in Belgium: a special school, no paid job, hobbies that are aspecially for people 'like her'.

But Yuki had a dream: She wanted to become a professional danser.

Can you imagine? Being 12 years old and hearing this.

Konekt is an organisation that wants to make sure that every person with a disability, just like every other person, has the chance to take an active role in an inclusive society and world. We do this by supporting the persons with a disability: making them stronger, giving them the opportunity to learn. As well as engage the world to become more inclusive: working on the barriers in everyday life.

Our dream is that the answer to: who here in the room has ... is everyone. We hope that in 10 years time everyone will raise their hand.



Yuki and other young adults came knocking on our door: We also want to take an active role in society. We want to matter. We want to learn.

Konekt tried to think of a good answer for this call and we developed the learning hubs - Brake-Out.

Why develop learning hubs

I want to tell you a little bit more about **the learning hubs** that we developed in Konekt.

Learning hubs for young people with an intellectual disability, autism, and so on. Or just young people.

Why did we develop this learning hubs?

Because students with a disability finish school in Belgium and don't know what to do with their life, they think they can't do anything, have a lack in selfconfidence. What their talents were. They got one option: go to a daytime facility. But this are young people: 18, 19,20 years old. They can be meaningfull for society, they can take an active role in society, they can use their talents.

We wanted to present an alternative. A way to get some non-formal education in which they could explore what they wanted to learn, how they

wanted to live, and if and how they wanted to work. And at the same time give an counterbalance to the sometimes deficit dominated view on young adults with a disability. We want to show how an inclusive world can look by live out an inclusive practice in Brake-Out.



What is brake-out and what makes it special?

Brake-out is: Why do we call our learning hub 'brake-out': It is about breaking out of themselves, grow and develop their strengths. Brake-Out: about releasing the handbrake. Break out of a system that keeps them small.

The key-elements of Brake-Out:

- Two sides of coin: heads: Giving young adults with a disability the chance to learn, grow and make it possible for them to take an active role in society. Tails: Being an living example of how the society can do it differently. Question exclusion by showing what inclusion looks like in practice.
- How do we make these two sides possible:
 - Maximum 3 years learning program
 - Two days a week
 - Non-formal education
 - Payment with RTH or PVB
 - Guided by trainer and coach: trainer is responsible for learning program in group. Coach is responsible for making the connection between this learning program and the personal network/home/own city of every Brake-Outer

Wat maakt ons uniek...



You all think maybe: but what makes Brake-Out so special or unique. We think the whole of brake-out is greater than the sum of its parts.



Oscar told us that in every organisation he arrived they started with the question: “So which disability do you have Oscar? Which support do you need? Are there problems you need help with?”

That is not the question that we ask in Brake-Out. We ask: “So Oscar, what are your talents? What is your dream? What do you want to learn?” We try not to see all the barriers we will come across to make this learning path true. But we try to make it happen.

We start from a growth mindset and focus on the strenghts. Maybe you think: that is nothing new. But for participants with a disability it is special. Most of the time people ask first about what they CANT do, what their disability is, what they need help with. Talking about their strenghts is rather rare.



Experienced based learning: give an example

Durfbezoek – See a strong young person who uses their talent to do something. For example a young guy with a intellectual disability who has a radio station. A tattoo artist with autism. And so on.

Working together with other organisations, rather than want to do everything ourselves. We don't organize a workshop about sustainable living, no we ask a organisation who contributes to sustainable living to work together with us in an inclusive manner. We don't organize dance, we talk with the local danceteacher who works with seniors if we can work together.



Ownership for the Brake-Outers

The learning paths of what we call: the brake-outers, are individual learning paths. We work with a modular system. Some modules are necessary in a certain order, others they can pick and mix as needed.

Concreet

27 jongeren
per leerhub

Begeleid door
trainers en
coaches

Max 2 dagen
/week

Modulair
traject

3 jaar lang

Individueel
traject en
groepstraject

**Bedankt voor jullie aandacht
Nog vragen...**

